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17. ABSTRACT (MAX. 250 WORDS)

The Community Project Coordinators developed programs to help culturally disadvantaged children adjust to elementary school life. The goal is to help each child achieve his best educational level by: providing him with experiences compensating for earlier deprivations; building a curriculum adjusted to the child's needs; involving parents; working with other professional personnel; and assisting the community to identify its needs in building programs to further the educational growth of children.

The preschools are directed by trained teachers, require the participation of mothers, and utilize volunteers in various capacities. These preschools provide experiences which will better equip children to enter kindergarten and train mothers to help their children to learn. In the Youth Councils, coordinators meet with groups of older children to plan such activities as field trips, social and recreational events, and discussion groups. Field trips supplement the school curriculum, stimulating the interest and curiosity of the children.

The Ken Gar community has three major programs: the home study program, the nursery school, and the participation of the community project coordinator in the Kelsington Elementary School program. The Taylor Monocacy Community has a supplementary language arts program, and an after-school program.

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

# Report of
# Community Project Coordinators
# November 1961 - July 1964

November 10, 1964

Homer O. Elseroad
Superintendent of Schools

Report of Program of
Community Project Coordinators
November 1961 - July 1964

This report of the program of the community project coordinators covers the period from its beginning in November, 1961 to the present. The purpose of this report is to outline the reasons for the initiation of this program by the Board of Education, the direction it has taken, and projections for future development.

BACKGROUND

The Montgomery County Board of Education has long been concerned about the learning problems of the culturally disadvantaged child who is unable to use the "standard" curriculum to advantage, and has been working on adaptations of curriculum to meet his needs. Recognizing that these are problems which parents and the community must help to solve, in November, 1961, it hired two community project coordinators to develop programs to assist these children in making better use of the educational opportunities available to them. At present one worker is employed in the Ken Gar (Kensington) area, one in the Sherwood High School area, and one in the Rockville area. During the school years 1961-1963, one worker developed a program in the up-county Monocacy and Taylor schools.

These so-called culturally disadvantaged children come from a relatively small segment of our population who are poorly educated, whose incomes are at subsistence level, who are unemployed or underemployed, most of whom are poorly housed, clothed and fed. In Montgomery County, where the median family income (over $9,000 a year), is the highest in the country, we tend to overlook the fact that we have some families with incomes of less than $1,000 a year, and still more with less than $3,000 a year. For Negroes the median family income is less than $5,000 a year. Similarly, although 43 percent of the total adult county population has had some college education, we tend to overlook the fact that 9 percent of the total adult population and 50% of the Negroes have completed only seventh grade or less. The extremely limited housing available to Negroes is generally substandard, existing in isolated "pockets" scattered around the county.

In this predominantly middle-class county we have tended to concentrate our efforts on educating the middle-class child. As a result, many disadvantaged children become retarded academically. We are no different in this from the rest of the country. Schools throughout the United States have become increasingly concerned in the past decade about the problems of educating culturally disadvantaged children, and new programs are developing all over the country. Probably best known of these is the Higher Horizons Program in New York City. Millions of dollars from the public coffers and from private foundations have been poured into these programs.

Inherent in these efforts is the recognition that although any segment of the population has children of comparable levels of ability, many factors in the lives of disadvantaged children make it difficult for them to profit from the program of instruction as it is now offered. As a result, the intellectual resources of these children are wasted. Many gifted children who could finish high school, go on to college and become professional workers never have the opportunity. Many others never finish high school, become dropouts, and frequently are unable to find employment.

## CLASSROOM PROBLEMS

As the child enters kindergarten he brings with him the accumulation of five years of experience and training, whatever this may have been. It has been observed that the child of a disadvantaged family does not usually enter school prepared to use the "standard" curriculum with the readiness of the middle-class child. The teacher frequently finds him hard to manage, difficult to reach, lacking the skills and background of experience on which to build learning. Very often he has particular difficulty in learning to read, which becomes a tremendous handicap since this ability is the tool he uses for other learning. Often he has not learned to conduct himself acceptably, to be polite, to use "proper" language, to fight with words instead of fists. Often he demands an inordinate amount of time and attention and detracts from the total teaching program. Many teachers have not been exposed to these problems before, and frequently feel incapable of handling them. The teacher has the ever present problem of trying to educate the child who is at each end of the social spectrum and each of those in between.

## REASONS FOR LEARNING PROBLEMS

Why is it that disadvantaged children tend to do so poorly in school? There are many observable facts about these children, but it is impossible to evaluate which facts have the most bearing on their learning difficulties. Very often the child is born into a family where there is not enough of anything--food, clothing, affection or parental attention. Many have health problems resulting from under-nourishment and neglect. Frequently parents are so busy trying to keep body and soul together they haven't much time for children, and frequently there are too many children to share what little there is. Often there is only one parent. In many cases where there are two parents, both work. Many of these children are not accustomed to conversation; their families communicate in monosyllables, and often the words they do hear are so different from what they will later hear in school that teacher and child have difficulty communicating with and understanding each other. Their homes are often overcrowded, unsanitary, noisy, uncomfortable, and lack.work space and play equipment. As a result, study is difficult, if not impossible.

These children have not shared the experiences of the more privileged who, from an early age, are acquainted with books, travel and the arts through the usual activities of their families. Many of them have never been out of their own communities; it is a great experience for them to have a bus ride to Washington to visit a department store or the zoo or a nature center. Many have never been to the airport or a railroad station. Their parents have not read to them or talked with them about the events of their every-day lives, nor listened to the children talk.

These children have not acquired basic learning skills and their inner discipline has not developed to the point of control required for effective learning. They enter kindergarten without having developed minimum vocabulary or ability to listen and to speak, or to get along in a group. They are at a disadvantage from the beginning. As they grow older, failure is compounded.

Many of the adults with whom these children are associated are uneducated, illiterate, or semi-literate and are unable to aid or inspire their children. They are deeply concerned but do not know how to translate this concern into active help for children. They are aware that education could have improved their lives, but are unable to provide the climate for learning which children need. They have been considered and treated as second-class citizens by society to such an extent that their self-esteem has been greatly damaged. This feeling is then passed down to their children, who have little incentive to try to master the unfamiliar.

In our middle-class county, the disadvantaged children of any race, but most particularly the Negroes, feel there is no place for them. They do not "belong." Those who cannot adjust to the school situation are frustrated and see themselves as failures. Very often the "defiant" child is one who has not experienced the satisfaction of learning and achieving, who is different in language patterns, dress or behavior, and sometimes in race, who feels unacceptable to the group.

GOALS OF PROGRAM

The goal in all of these projects is to help each child achieve the best educational level possible for him by providing him with experiences which will help compensate for earlier deprivations; by providing these experiences as early as possible to help prevent frustration and failure; by serving as bridge between school and home, so that teachers will have more awareness of the way in which children live and parents will have better understanding of the school program; by helping to find ways in which curriculum can be adjusted to meet these children's needs; by involving parents in the education of their children through active participation in school and community functions; by working with other professional personnel and, at times, directly with children to help them make better use of the school program; and by assisting the child's own community to identify its needs and build programs to further the educational growth of children, drawing on the larger community for help and financial support.

METHOD

Although the programs vary from school to school and from community to community, the basic approach and the goals of each worker are the same. Every program developed is useful for children in general, not just the "disadvantaged", and children from all groups participate in each program. Very often the child from the more fortunate family is first to take advantage of an opportunity offered, and he and the less privileged child give much to each other as they share this experience together.

Community project coordinators visit parents to interpret the school program, to help them to understand the individual needs of their own children, to give practical guidance in ways in which parents can help their children, to make parents more aware of their children's potential for growth and also the expectation for growth which professional staff holds for them. From this contact the worker develops understanding of the child's situation which can be used in planning for the needs of individual children and groups of children in the community. Parents are helped to make contact with a teacher or other school personnel when requested, and also to use available community resources; libraries, public health, welfare, employment and recreational services. They are called upon, with others in the community, to help plan programs that are needed for their children.

PROGRAMS

The community coordinators work with local organizations such as churches, service clubs, civic organizations, representatives of public and private agencies (as public health doctors and nurses, both Montgomery and Rockville recreation departments, home demonstration agents and 4-H club workers, Scout and YWCA representatives, etc.) to develop programs to meet the needs of individual communities. Each coordinator works with a steering committee in each community, which takes responsibility for the development of the program.

PRE-SCHOOL PROGRAMS

The coordinators have helped to develop two pre-school programs, one operated by a church in Kensington for three and four-year-olds from the Ken Gar area, and the other operated by the Rockville Recreation Department for four-year-olds in Lincoln Park. Coordinators secured funds and volunteers through community groups to help sustain the operation. Both pre-schools are under the direction of trained teachers, require the participation of mothers in the program, and use large numbers of volunteers in various capacities. The purpose of the pre-schools is two-fold: to provide these children with experiences which will better equip them to enter kindergarten, and to train mothers in ways in which they can help their children to learn.

The mothers of the children in each of the pre-schools are organized to provide assistance in the program through such activities as registering students, scheduling participation of mothers, raising funds, making transportation arrangements, encouraging pupil attendance. They are required to attend monthly meetings which are used as an avenue of communication between teachers and parents, again teaching parents ways in which they can help with the education of their children.

In the Sandy Spring community, the coordinator is working with public health staff and lay people to provide nursery programs for children who come with their mothers to the clinic. These will serve as demonstrations to mothers of ways in which they can help their children.

As in other activities, the children in these pre-schools are not all disadvantaged children, but represent families from all walks of life. They are well-run programs which any parent would be pleased to have for his child. Many who are concerned with the problems of the disadvantaged child believe that it is at this level that money invested in the education of children pays the greatest dividends, because the child who has had this experience comes to school better prepared and more able to use the kindergarten program as it is offered to all children, and is more capable of moving along with the group.

YOUTH COUNCILS

Coordinators meet with older children in groups in various communities to plan activities, which may be conducted within their own community or in groups integrated into the larger community. These activities may include field trips, social and recreational events, discussion groups concerned with such matters as social customs, inter-groups relations, manners, dress, and many problems that would concern any teen-ager.

FIELD TRIPS

The coordinators arrange and organize field trips either in connection with the school or planned directly from the local community. They are designed to supplement school curriculum and to provide children with many experiences to broaden horizons, stimulate interest and curiosity, provide children with concrete information about the world around them. Volunteers are frequently used to conduct these field trips. This program will be expanded in the coming months as more volunteers become available.

The director of the supplementary language arts program, in cooperation with the community project coordinators, made it possible for children from a number of the schools in the county to attend several special events this school year. A performance of "Carousel", sponsored by the Rockville Sentinel, was attended by

500 children. Adventure Theater invited 2,000 children to a production of "Reynard the Fox" at Gaithersburg High School, sponsored by the Association for Childhood Education.

KEN GAR

At present, the three major programs in the Ken Gar community are the home study program, the nursery school, and the participation of the community project cocrdinator in the Kensington Elementary School program.

1. Ken Gar Study Program

   Begun through volunteer effort in 1958, this is the oldest program in Montgomery County, and is one which has had nation-wide recognition. The small Negro sub-community of Ken Gar, which cares for about 120 school children at all levels, is isolated from and shares little interaction with the larger white community of Kensington. Almost all of the children in this community meet two or three times a week for study sessions organized at grade level in study centers in the homes of residents of Ken Gar. These sessions are conducted by college educated volunteers (about 100 of whom are involved in this project). These volunteers also take children on field trips to various places of interest, on visits to other groups, and share various social activities with them. The community coordinator has prepared a suggested curriculum by grade level for use of the volunteer tutors, and visits study centers regularly to help with curriculum implementation.

   Although this was the first home study program in Montgomery County, other communities have shown interest and are developing similar programs.

2. Nursery School

   This program which has been in existence for three years currently has 17 three- and four-year-olds in attendance, with all mothers of these children participating in the program in some way.

3. Kensington Elementary School

   This community coordinator has his office in Kensington Elementary School, and helps to develop programs in the school and community as the need becomes apparent. He observes children in various classroom and playground situations, engages in many formal and informal discussions with principal and teachers in order to provide intelligently for individual needs. In the school, he works with children on request from teacher or student with such things as attendance, teamwork, coordination skills, self-concept, and subject matter. Since it is essential for one to have a receptive state of mind in order to learn, the coordinator, with other staff members, tries to develop within the student an attitude conducive to learning.

TAYLOR-MONOCACY

In 1961, a community project coordinator, in cooperation with the principals and faculties of Taylor and Monocacy schools, initiated two kinds of programs in these rural up-county schools: the supplementary language arts program, and the program of after-school activities. Planned, coordinated and operated by volunteers, these programs continue under the direction of the principals of the schools. From the beginning the Board of Education has provided extra transportation to make the after-school program possible, and because this is continued, the program is able to continue.

1. Supplementary Language Arts Program

At the request of the principals and faculties of these schools, a program was planned to bring people trained in the arts into the schools to provide experiences for children which would supplement the language curriculum and help children to build language skills. A professionally trained person with unusual understanding of the uses of the arts in education designed this program and has served as its director from the start, on a completely volunteer basis. In this program volunteers skilled in the arts plan and work with teaching personnel to offer special activities to supplement the curriculum. These activities are sequentially planned and designed to add rich, direct and varied experiences to enhance the child's resources for thinking, speaking and writing. This program was beneficial to all children, but particularly to the disadvantaged children.

This program has been extended to pupils of the Darnestown School.

2. After-School Program

After-school activities developed include Boy Scouts and Girl Scouts, 4-H clubs, an audio-visual club, and classes in sewing, choral singing, square dancing, good grooming for girls, typing and landscaping. Conducted by area residents and a few teachers, they are attended by a large percentage of the children in the upper grades, who welcome this opportunity for group experiences. An outstanding feature of these programs is the enthusiastic participation of children and adults which cuts across all race and class boundaries.

SHERWOOD

The community project coordinator, assigned to the Sherwood High School area in the summer of 1963, has his office in the high school, where parents and children are free to visit him and to seek his help in working out problems. He visits the elementary schools in this area, has frequent contact with administrators, teachers and counselors, helping them to understand the special problems of these children. At their request he works with children who are presenting problems of attendance, attitude, academic progress, and personal relationships to help them make a better adjustment to school. He is concerned with the problem of adapting curriculum to the needs of these children, and of preparing them for employment once they are out of school. He visits children and their parents in their own homes, and seeks to draw the parents into the school program.

This coordinator is in the process of organizing youth councils in various communities, as well as committees of adults representing all groups in the community, to plan programs for children. Projected plans include an interracial summer vacation bible school, a young people's singing group, recreation programs in various areas, boys clubs and 4-H programs, and home study programs.

Because the communities in this area are widely scattered, it is a difficult area for the community project coordinator to cover. Many of these communities are spontaneously requesting assistance in developing programs.

ROCKVILLE

Begun in the spring of 1963, the Rockville project is centered in Lincoln Park, and particularly in Lincoln Terrace, a housing project in this Negro community, and in Park Street Elementary School, to which most of these children are assigned.

During the summer of 1963, the community project coordinator cooperated with the Rockville recreation department in the development of a summer play school in Lincoln Terrace for pre-schoolers and for children in the primary grades. This led to the organization of a nursery school program which has an enrollment of 19 children from Lincoln Terrace and the surrounding Lincoln Park community.

The coordinator has assisted in the organization of a steering committee in Lincoln Park to plan and sponsor other activities for older children. These include athletic and recreation programs, 4-H and Scout clubs, and a study hall for junior and senior high school children.

The coordinator maintains contact with the principal and staff of Park Street School, to consider with them special problems of these children. An in-school program (planned with principal and teachers) uses a volunteer home economics teacher to conduct a class for 6th graders in good grooming, manners, etc. Special effort has been made to bring parents into the school through pre-kindergarten round-up and meetings planned with kindergarten teachers.

* * * *

Volunteers provide the major part of manpower for all of these programs. Hundreds of capable, conscientious individuals from all walks of life and from all over the county are thus contributing to the education of our children. They return to programs year after year, many of them counting this their most valued leisure-time activity.

## EVALUATION

Although no formal evaluative procedures have been built into these programs, changes have been observed by principals, teachers, coordinators, and volunteer parent helpers. Improvement has been noted in the academic achievement of children in their interest and attitudes and school attendance. They have observed greater accessibility and cooperation of parents, awakened interest in communities in the education of their children, more cooperation between community groups in developing programs for children.

It is felt that much more is needed for maximum success in these programs. Due to increasing interest on the part of citizens for the development of similar programs in various communities and because of the interest shown for volunteer participation, plus the enormous areas to be covered, a need for more professional staff is apparent. Some other needs include smaller classes with more experienced teachers in schools where there is a concentration of disadvantaged children; materials and equipment for teaching geared to the experiences of these children; secondary school programs designed to train the non-college youth for the local labor market; community-wide efforts to improve the over-all circumstances of parents, particularly in employment and housing; increasing interchange between the disadvantaged and the larger community to reduce isolation and to provide incentive to children and their parents to make their best effort for the education of children.

10/23/64

Appendix A

Supplementary Language Arts Program
Monocacy and Taylor Elementary Schools
January - June, 1962

August 27, 1962

## INTRODUCTION

The Montgomery County community has in its own backyard a vast stockpile of professional educational resources...material and human...which can be utilized to give depth and breadth to the curriculum. The schools face the problem of developing a dynamic program with sufficient appropriate learning experiences to properly utilize these resources in insuring learning among our county pupils.

Most educators will agree that to date, "outside" resources have not been adequately used. Some will agree that the schools have a responsibility to vitalize and extend the learning world of children by extending experiences both in and out of school in more than the traditional ways...field trips, consultant lecturers, etc. Possibly because we grow more interdependent as societies develop we feel a more pronounced need to utilize available human resources in communicating both the skills and products of learning.

As educators, we recognize that language is that mode of social behavior whose primary function is communication. Giving the child rich, direct and varied experiences becomes the basis for thinking, speaking and writing. Hildreth has said, "Reading is thinking, so poor language comprehension is the cause of reading disability." If a child has things to think about (experiences and information), things to think with (words and facility in using them) and the ability to distinguish between word and fact (symbol and reality) - that child is then ready for reading.

Because a significant percentage of our youngsters have low verbal ability (as demonstrated on group test scores over time) our purposes became focused on accomplishing language development through a purely functional approach where expression could flow from planned activities. It was our assumption that our traditionally excessive and often premature emphasis on language form and our middle class "artificial" stimulation of basic language structure was often unproductive. Language seems to be the outgrowth or expression of experience - - - - learned by doing (as any other mode of behavior). Because of limited experiences or other disadvantaged early learning situations, many of our youngsters are unable to speak with facility or express themselves effectively.

As we conceived the language arts program, it was designed to make language study a realistic program based on the needs of living by enhancing and expanding the individual's experience. Through carefully planned sequential

experiences shared with "outside" resources we hoped to:

(1) improve quality of thinking through a word delineation of experience;
(2) increase significance of language by increasing personal experiences basing further language development;
(3) increasing skills and abilities to observe more accurately what we see, hear, sense, tough, smell and feel;
(4) to develop ability to share these observation with others by oral and written communication.

Our focus was more on the expression of <u>thought and idea</u> as versus mechanics and form. In short, our aim was to supplement and implement the language arts program by the use of professional resources in our extended community. Quite purposefully, we went beyond the immediate local area (where a marked paucity of resources exists) to the suburban area where we could draw from the pool of talent among experienced professionals to select those willing to give of their time and gifts to help our rural youth learn better by sampling more widely of varied experiences. We conceived of our talent hunt as having some returns to the donors in reexpanding <u>their</u> worlds and communicating, if you will, a county "Care" effort where it could begin to count for kids.

To say that our basic purposes saw realization in the program is to grossly understate our accrued benefits. While it is difficult to objectify impressions of growth and reaction of pupils and teachers, the evidence is abundant that the program had dual values both to those serving and those being served. It was carefully conceived, carefully coordinated, and impressively effective.

Gertrude Justison, Principal
Monocacy Elementary School

Weeta P. Morris, Principal
Edward U. Taylor Elementary School

## BACKGROUND

The supplementary language arts program was developed in Taylor and Monocacy Elementary Schools at the request of the principals of these schools. It was conceived by the principals as a means of providing experiences for children which would supplement the established programs, help to compensate for experiential deprivation suffered by these children, and assist in the development of language skills.

These schools are in isolated rural communities five miles apart, about 30 miles from District of Columbia. Monocacy is a new, integrated school serving three distinct communities; Taylor, formerly a Negro school, is newly integrated this year. About two-thirds of the population of both schools is white, one-third Negro. Both schools are small (Taylor 160, Monocacy 250), and have a population characterized by a wide range of abilities with a high percentage of under-achieving children of both races.

The large group of under-achieving children comes mainly from low-income families of farm laborers, domestics, sod cutters, road workers, and truck drivers. Many of the farm laborers migrate within a small geographic area, constantly interrupting their children's schooling. Children of these families are frequently under-nourished, poorly clothed, attend school irregularly. Houses are grossly sub-standard and over-crowded; many have no running water. Many of these children have never used a bathroom or a drinking fountain; have never been taught the rudiments of cleanliness.

A large number of these children have had no experiences outside of their immediate environment, and have had a paucity of experience in their home situations. Most of these parents have very limited education, do not read for their own information or read to their children. Conversation in the home is monosyllabic; it is outside the realm of the experience or understanding of the parents to provide children with opportunities which would enhance their ability to learn. These parents are not motivated to seek further education for themselves. Most of them are anxious that their children do well in school, but do not know how to help them. They feel isolated from the community, are generally not comfortable in the schools. Part of the work of the community project coordinator is with parents, including the involvement of parents in the education of their children. This work with parents and the community-centered extra-curricular program for children are described elsewhere; this report is focused on the language arts program.

It was felt that the under-achieving child could be helped to make better use of his potentiality for learning through a concentration of direct concrete experiences which would help to compensate for earlier experiential deprivation. The isolation of these communities makes it difficult for all parents to provide for their children enriching experiences in the arts which would be readily available in suburban communities. It was therefore felt that this program would be useful to all children.

To develop the language arts program, it was necessary to recruit volunteers from the unusually large groups of highly trained progfessional people living in Montgomery County. Of primary importance was the selection of a program director who would have experience in working with children, a thorough understanding of group work techniques, professional training and experience in the arts, and familiarity with the resources of the community. Through the Montgomery County Arts Center it was possible to find Mrs. Jeanne Goldman who agreed to serve as volunteer program director. Mrs. Goldman developed a highly successful language arts program as a pilot project. This program, extending over a period of eighteen weeks, was staffed completely by professionally trained volunteers and was received with enthusiasm by children and faculty alike. The content of this program is described by Mrs. Goldman in her report.

## EVALUATION

This type of "enrichment" program has been instituted in other areas of the country as part of the attack on the problems of the under-achieving child (examples: Urban Service Corps in the District of Columbia, Higher Horizons in New York City). We believe our program is unique because of the careful planning and supervision involved and high degree of selectivity employed in the choice of volunteers.

Careful planning began in the first contacts with principals and teachers and continued throughout the program. Only those volunteers were selected who were highly skilled, who could fit into the program as planned and who could work responsibly with teachers as well as children. The program director kept in constant touch with faculty and volunteers alike, and was continually evaluating the effectiveness of the program. In addition to this, in working directly with children herself and in presenting other artists to the children, she provided a continuity in the program which was extremely useful.

The eagerness with which the children soaked up every bit of this program was gratifying to all, but most particularly to the volunteer artists who participated. The enthusiam of teachers was similarly gratifying. Those who could not have a continuing program for their classes expressed regret. This enthusiasm made volunteers anxious to return again. The fact that they could work within a carefully planned framework with the principal in complete control of the program in both schools, put the program on the level to which the well-trained professional person is accustomed. Thus, the quality of this program was a source of satisfaction to children. This material is included in Mrs. Goldman's report.

A program of this quality and scope requires a highly skilled director. The present program director brought to this work an understanding of the uses of the creative arts in education, many years of experience in working with groups of children in various settings, a genuine interest in children and a keen awareness of their needs, an understanding of the problems of the culturally disadvantaged child, and an ability to work effectively with teachers and other staff members. Through her wide professional contact in the county she was able to find an outstanding group of highly trained artists who were willing to contribute their time. She was able to screen each applicant wisely, to communicate the goals of the program and her own enthusiasm to each applicant selected, and to supervise the program effectively as it developed.

These eighteen weeks of activity were a relatively small beginning. They demonstrated that with careful planning a wealth of resources can be tapped to enrich the school program for children, to broaden their horizons and to help build foundations for learning. Plans for next year involve continuation of the present program in these two schools with certain modifications as outlined in Mrs. Goldman's report. Projected also is the addition of certain new activities such as an Adventure Theatre production made available to children from these and other up-county schools. The time and effort required to conduct such a program are far greater than was anticipated at the time this pilot project was begun. (This is spelled out in Mrs. Goldman's material). If this program is to be continued, salary for the program director should be provided on a half-time basis. If the program is to be extended to meet the ever-growing demands from other schools, a full-time salary should be provided. In addition, there should be an allowance for mileage for program director and for volunteers who drive their cars to participate in the program. We believe this is a small investment to secure the extremely valuable services which will thus accrue to the schools.

Margaret E. Nolte
Community Project Coordinator

SUPPLEMENTARY LANGUAGE ARTS PROGRAM
MONOCACY AND TAYLOR ELEMENTARY SCHOOL

Report by Program Director

August 27, 1962

## INTRODUCTION

In January, 1962 I agreed to help plan, organize and supervise a supplementary language arts program for the children of Monocacy and Taylor Elementary Schools. The entire operation was carried out on a volunteer basis as an exploratory pilot project. This report describes briefly the nature and extent of the program as well as certain aspects of the evaluation.

## PLANS AND GOALS

The program purposefully focused on meeting the particular needs of the children at these schools to the extent possible with the limited resources available and the transportation problems involved. It was necessary to design the program so that it would supplement without duplicating in any way regular school activities. Since teachers cannot be expected to be experts in all the arts, it was considered desirable to provide them with techniques and materials in those fields where the school system has been able to supply limited assistance. Special emphasis was placed on those artistic activities which would contribute to the development of sensory perception, coordination and the language arts. Special importance was attached to generating enthusiastic responses in the children as a basic element in developing motivation to learn.

Thus the specific goals of the program became:

(1) Giving children experiences as basic to new ideas and concepts.
(2) Giving children common experiences for the specific purpose of helping them learn to communicate.
(3) Increasing their knowledge and understanding of themselves and others through contacts with people of broad and varied cultural backgrounds.

These were in turn intended to:

(1) Stimulate the imagination and willingness to learn of all the children but particularly the non-participators and underachievers.
(2) Increase their knowledge and understanding and use of words.
(3) Build-up self-confidence through activities, (the foundation of three R's) in which they can succeed.
(4) Learn to know and enjoy a variety of arts as participators as well as spectators.
(5) Offer the teachers additional techniques and materials through demonstrations by experts.

All of these detailed goals were to be directed toward the building of language skills.

Since this was proposed as an in-school program for all the children a maximum of coordination between volunteers and staffs was essential. Before working out the details of the program a meeting was held with the teachers to acquaint them with the goals of the program, to get their suggestions and to enlist their cooperation. They were to provide background material necessary for adjusting program content to the various grade levels, and incorporate the material and demonstrated skills into the regular curriculum. The entire program was planned and executed with the closest possible cooperation of the principals, community coordinator, the teachers, the volunteers and the program director.

## DESCRIPTION OF THE PROGRAM

One day a week (Monday) was chosen for visits by the volunteers who served from 9:30 to 2:15, dividing their time between the two schools. The schedule was occasionally varied to meet the requirements of the volunteers and of the schools. One class in each school was given the complete program. The remainder of the volunteers' time was distributed among the other classes. Those events suitable for larger groups were presented to all children in both schools. A complete schedule of activities is attached to this report.

Throughout the program the following three points were given particular attention:

(1) The volunteers were carefully selected:
  - (a) for competence in their specific fields;
  - (b) for their understanding of a sensitivity to children's needs;
  - (c) for their out-going personalities;
  - (d) for their response to the goals of the program;
  - (e) for their enthusiasm for their own art.

(2) It was made clear to each volunteer:
  - (a) that word understandings and word experiences were of the utmost importance even in arts not directly associated with language;
  - (b) that rapid learners can stimulate slow learners or shy children but should never be allowed to overshadow them;
  - (c) that the teacher is always basically responsible for her class;
  - (d) that the teacher was there also to observe and carry over demonstrated techniques and material.

(3) Close contact was maintained at all times with staff and volunteers.

The volunteers were after-school private teachers, part-time private school teachers, college students and professional women who are parents of young children and not presently employed. It would have been impossible to conduct an after-school volunteer program of the same high quality and diversity because of scheduling conflict; and late afternoon home responsibilities of the participating volunteers.

The program ran for 18 weeks. Eighteen volunteers participated, in addition to the program director, donating 1 to 4 days each. Eleven of them provided their own transportation. Transportation was furnished for the others by the community coordinator with the program director helping out. On three occasions it was necessary to go into Washington to pick up performers. On one occasion the volunteers (The King and I) made a preliminary trip to the school for special production arrangements.

The program director visited the schools on 13 occasions, for planning and evaluating, for working with children in their classrooms or introducing and observing spectator programs and talking informally with the staff. Much time was spent in the organizing by telephone. The program director devoted an average of 20 hours per week to the program.

Most of the volunteers were personally known to the program director. Others were highly recommended by reliable sources.

Because of the bi-racial nature of the school population a special effort was made to include Negro artists. Three Howard University students participated.

## EVALUATION

In evaluating the program it must be remembered that this was an exploratory pilot project without formal evaluative procedures. There are, however, several aspects that can be discussed. These are the detailed functioning of the program, the work done by the artists, the program content and the relation of all of these to the achievement of the goals.

The mechanics of programming worked very smoothly. The volunteers carried out their assignments with great skill and enthusiasm, They felt very much at home in the schools and with the children. They would all like to return.

The content of the program contributed considerably toward stimulating the children's social and intellectual growth. It presented a range of experiences and ideas which were entirely new to many. They met many new people including some from foreign countries, e.g. Kenya, France, Trinidad. They experienced art forms new to them, e.g. choric speech, pantomime, modern dance. (Even the boys participated willingly in the dancing.) They saw live performances as distinguished from T.V. or movies, e.g. "The King and I", and a magic show. Their understanding and use of words was thus increased through direct auditory, visual and kinesthetic experiences. Each activity came to the children as a special intellectual treat wrapped, as it were, in the warm personality of the donor. It would be impossible to separate the impact on the children of the art from that of the artist.

Another achievement of the program was its furtherance of the development of self-confidence in the children, particularly those who were withdrawn, apathetic or underachievers. From the teachers' point of view classroom activities such as pantomime and choric speech were particularly effective. The former gave the children individual opportunities for kinesthetic expression, a first step toward complete expression. This was particularly valuable for shy children and for those who have difficulty in verbalizing. The latter seized upon the natural interest of the child in rhythmic patterns used for vocal expression in a secure group situation. For those children who were ready for more advanced experiences there were such occasions as "The King and I" where two dozen were chosen to be Siamese children in the performance. There were several occasions on which spectacular progress occurred through the sensitivity of the artist in handling children. One 6th grade boy, a classroom non-participant was skillfully drafted to assist in a performance before the entire school. His discomfort during the performance was more than compensated for by the approval of his classmates and his enjoyment of his own success.

The program provided an association of strong emotional enjoyment with fine art which was a new experience to most of the children. This was particularly true of the spectator programs. The adults in the audience had as much enjoyment from watching the children as they had from watching the artists.

The program stimulated discussion. The children talked about it with the program director who had become for them a symbol of the continuity of the program. They chatted about it on the playground with each other and there were more formal discussions in the classrooms. The children talked freely and sometimes excitedly with the volunteers but particularly so with the five college students who participated in the program. These children were sharing interesting experiences and therefore had a base upon which to build in verbal interchange.

The program generated enthusiasm which lasted well beyond the actual presentation. They were enchanted by the stories told by "the shell lady," as they called her, and by her wonderful collection of shells. They begged her to come the following day and bring other specimens. Since then the children have been bringing shells to school and beginning collections of their own. On another occasion, during one of the performances, the lunch bell rang and the children were extremely reluctant to leave even though many of them are dependent upon school lunches for adequate nutrition. The artist said, "You mean you'd rather stay here and sing with me and my guitar than eat lunch?" The children shrieked "Yes". As a direct result of this artist's visit some of the older boys asked where they could get guitars. It is unfortunate that the instruments could not be supplied.

One folk singer became interested in the rope-jumping chants used by the children and secured their lively participation in writing them down. The chants took on new meaning as the children were made aware of their value as folk-lore.

The program provided new materials and techniques for the teachers who incorporated as much into their classroom programs as they felt comfortable with. These included choric speech, pantomime, folk songs and dances and techniques of story development. Some of the material was used in the teaching of geography - e.g. visits of foreign artists from Kenya, France, Trinidad. Some of the songs introduced by the visitors became extremely popular for both classroom and assembly singing. One class "published" individually prepared illustrated editions of an original story developed during the creative story telling sessions.

## RECOMMENDATIONS

If the program is to be continued the following changes should be instituted (as agreed upon in an evaluation meeting of the two principals, community co-ordinator and the program director):

(1) More volunteers should return for two or more sessions.
(2) Each volunteer should remain at one school for a whole day in order to meet with more children.
(3) Greater emphasis should be placed on activities directly related to oral and written language even though this may necessitate reducing and eliminating other aspects of the program.
(4) Educational experiences peculiar to rural life, such as nature study, should be developed.
(5) The beginnings of science education should be introduced as a means of stimulating intellectual curiosity.
(6) An objective evaluative procedure, such as pre and post vocabulary testing should be set-up.

It should be emphasized that the success of a program of this kind depends on very careful planning, close coordination between the school staff, program director and volunteers, and on the maintenance of very high standards in respect to choice of personnel for skill, personality and perceptivity.

Jeanne L. Goldman
Program Director

## SCHEDULE

| | | |
|---|---|---|
| February 19 | Pantomime & Play-acting | Both Schools |
| February 26 | Folk Dancing | Taylor |
| | Pantomime & Play-acting | Monocacy |
| March 5 | Choric Speech | Both Schools |
| March 12 | Music Appreciation | Taylor |
| | Folk Dancing | Monocacy |
| March 19 | Modern Dance | Both Schools |
| March 26 | Music Appreciation | Monocacy |
| March 29 | Magic Show (College Students) | Both Schools |
| | Visitor from Kenya(College Student) | Both Schools |
| April 2 | Performance of cut version of "The King and I" | Both Schools (Taylor children transported) |
| April 9 | Choric Speech | Monocacy |
| | Pantomime & Creative Story Development | Taylor |
| April 16 | Folk Singing | Both Schools |
| No program on April 23 | ---------- | Vacation |
| No program on April 30 | ---------- | First Monday after vacation |
| May 7 | Puppets used to introduce children to French language | Both Schools |
| May 14 | Poetry Readings and Dramatized Stories | Both Schools |
| | Play Acting and Creative Story Development | Both Schools |
| May 17 | Folk Singer (College Student) | Both Schools |
| May 21 | Play Acting and Creative Story Development | Both Schools |
| May 22 | Folk Dancing | Both Schools |
| May 29 | Display of and Story about Sea Shells | Both Schools |
| | Play acting and Creative Story Development | Both Schools |
| June 4 | Play Acting and Creative Story Development | Both Schools |
| June 11 | College Students, both from Trinidad - She sang Trinidad Fold Songs - He accompanied her on steel drum | Both Schools |
| | Choric Speech | Both Schools |
| | Creative Story Development | Both Schools |

MONTGOMERY COUNTY PUBLIC SCHOOLS ROCKVILLE, MARYLAND

Monocacy Elementary School and Edward U. Taylor Elementary School

Description of Language Arts Activities Sponsored in Pilot Project on the Use of Community Resources to Enrich the Curriculum 1961-62

Margaret Nolte, Community Worker Jeanne Goldman, Volunteer Coordinator

The school system has to build on the children's general background of experience. When this background is below minimum level it takes more time and effort than the school can give to compensate. In schools where there are a significant number of children suffering from this handicap additional help is of great value.

While all children can benefit from additional sound educational experiences underprivileged children have an urgent need for them. This program was intended as a direct attack on the problem with emphasis on those experiences basic to the language arts.

The following examples show the specific values and goals of some of the individual activities and experiences.

Pantomime

Awareness of body in space (proprioceptive factors)
Expression, through body movement, of feelings, ideas and behavior which later are expressed through speech
Development of power of observation, recall, and reconstructing behavior
(a) hearing, seeing, touching, etc.
(b) emotions, ideas
Kinesthetic experiences - essential to oral expression
Developing confidence by performing without the burden of coordinating it with speech

Modern Dance (taught as pre-instrumental music)

Similar to pantomime except that it has a more formal organization - pantomime was used as an individual activity - dance as a group activity

In addition
Learning rhythmic patterns that show clearly the rhythm of language and music

Folk Dancing

Similar to pantomime and modern dance except that it is even more formal - since group cooperation is essential to learning experience

In addition
Development of coordination
Increasing vocabulary
Development of child's world - picture through dances from different lands

Choric Speech

Experiencing pitch, timing, metric values, vocal inflection and phrasing - all basic aspects of speech
Development of clear enunciation
Development of self-confidence in speech using group speaking as "prop"
Increased vocabulary and word associations
Learning word discrimination
Learning new word contexts
Learning emotional values of pitch and phrasing

Music Appreciation

Learning to listen
Increased vocabulary - new words related to sound, instruments, composers, etc.

Creative Story Development (Story developed by children as a class)

Stimulating the imagination
Learning to use words
Learning to organize ideas
Learning dramatic construction
Learning expression of emotion in speech
Learning to construct a story without having to be concerned with grammar, etc.
Learning the most basic steps in creative writing

French through Puppets

Introduction to a foreign language
(1) Learning simple phrases
(2) Listening to foreign tongue
(3) Trying-out conversation
Broadening experience with sound as such

Creative Drama

Coordination of basic skills of speech, pantomime, movement, story dramatization, etc. - including development of these individual skills
Development of imagination
Learning to coordinate work with that of others
Learning dramatic construction and characterization as a prelude to creative writing

Spectator Programs

Live audio-visual aid - has much more of an impact when children are in actual presence of performers
Demonstrations to children of different art forms on a more highly developed level than their own
Development of word understandings
Development of word associations
Most favorable opportunity for learning to listen and observe
Presents to children a broad learning experience since it encompases many elements in addition to language arts

Meeting People from Foreign Countries

Increases vocabulary
Increases word associations
Increases interest in geography
Increases awareness of the world
Learning other points of view than their own toward living

Notes on Supplementary Language Arts Program

Fall, 1962 Thru Spring, 1964

This material outlines the program as continued through the '62-'63 and '63-'64 school years. It also illustrates the extent to which it has been possible to expand the program.

## Growth of Program

| Year | Schools | Duration | Extent of Program |
|---|---|---|---|
| Spring '62 | Monocacy<br>Taylor | 18 weeks | ½ day-each week-in each school |
| '62 - '63 | Monocacy<br>Taylor | full year | 1 full day-each week-in each school |

Also - 10 additional schools - 10 performances of "The King & I" in school - playing to 3800 children

| | | | |
|---|---|---|---|
| '63 - '64 | Monocacy<br>Taylor<br>Darnestown | full year | 1 day-each week-in each school |

Also - 4 additional schools - Demonstration of Ballet Techniques in preparation for Ballet Performance - in school

Special Programs outside of schools

"Reynard the Fox" - 2000 children - 16 schools
"Snow White" - 2000 children - 16 schools
4 home study groups
"Alice in Wonderland"
Ballet - 1000 children - 13 schools
2 home study groups

Two dress - rehearsals
Full performance of
"The King & I" - 50 teen-agers
1 home study group
Berkley Square -50 teen-agers
1 home study group

## Details of In-School Programs During the Past Two Years

| | |
|---|---|
| No. of individual participants | 34 |
| No. of groups | 7 |

Most of the individual participants visited all three schools. The groups visited from 2 to 10 schools each.

## Character of Programs

### Science and Nature Study

Areas covered

Birds
Animals
Shells
Trees
Plants
General Science (stimulating interest of children, K thru 6, in natural phenomena

### Music

High School Bands

Demonstration and history of instruments by student band members

Performance

Opportunity to see and hear instruments close to

Elementary School Band - performance
Group of Madrigal Singers from a high school
Explained history and structure of this musical form
Professional pianist who explained piano as a percussion instrument and also performed
Vocalists
Baritone - explained use of voice as instrument
Folk Singers - who involved audiences in their performances
Musician - involved the children in helping her collect rubber ball and jump rope chants and taught them unusual folk songs
Shortened version of "The King & I"
Professional opera singer and pianist - used some of the students as part of the cast - Siamese children

### Dance

Modern Dance - Use of words - their sounds and meanings in creative dance

Folk Dancing - used to add to the teaching of geography and for language development

Ballet - In-school demonstrations in preparation for performances of "Alice-in-Wonderland."
Short film
Student demonstration of ballet techniques
Talk by instructor
Question period

Drama and Speech

Creative drama - simple acting techniques such as pantomime to help children develop confidence - use of body and voice to show emotions - play development

Choric speech - as an aid to language development

Creative story development - how to "write" a story - numerous classes "published" their stories with illustrations

Dramatized story - telling - professional actress told stories and acted all the parts - then had the children act-out same stories in groups

Make-up demonstration - as a follow-up to performances and because of all the questions children asked

Poetry reading - by 2 highly skilled and artistic professional actors

Performance of Rumpelstiltskin - by high school creative Drama Club

Programs of Foreign Lands and Cultures

A. F. S. students in Montgomery County High Schools

Local and visiting college students from foreign countries

Adult foreigners - temporary or permanent residents e.g., Kenya, Sweden, Uruguay, Argentina, France, Norway, Trinidad etc.

Discussions with children - Display of National trinkets - e.g. paper folding, steel drums. Explanation of customs and comparison of languages, foods, living conditions etc.

Miscellaneous

Magic Shows - a new experience for many of the children - a chance to talk with magician in their classrooms

Americana - displays of Montgomery County materials - discussion with local collectors

The volunteer participants in the program included:

Individuals from local government agencies
Private school teachers
Amateurs who have attained a high degree of proficiency in their avocations
Former school teachers
Professionals in the various arts
Students - College, High School, Elementary School

Jeanne Goldman
October, 1964